

# SPRING GROVE AREA SD

100 E College Ave

Comprehensive Plan | 2022 - 2025

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## LEA Profile

### Description of the educational community:

The Spring Grove Area School District is located in south-central Pennsylvania in York County. The school district encompasses approximately 90 square miles and includes the townships of Heidelberg, Jackson, North Codorus, and Paradise, and the boroughs of Jefferson, New Salem, Seven Valleys, and Spring Grove. The area is primarily residential/rural. The population is slowly growing with some new housing developments being established.

The District currently operates three elementary schools (Kindergarten through Grade 4), an intermediate school (Grades 5 and 6), a middle school (Grades 7 and 8) and a high school (Grades 9 through 12).

The Roth's Church Road Campus, on the outskirts of Spring Grove Borough, houses Spring Grove Elementary School, Spring Grove Area Intermediate School, and Spring Grove Area High School, along with the District's stadium, other outdoor facilities, and the District's Technology Center. This campus also includes an indoor swimming pool, an indoor and an outdoor track, various athletic fields, and lighted tennis courts. As part of a district-community partnership, Windy Hill on the Campus, a senior citizen center, is housed within the former middle school building.

New Salem Elementary School is located in North Codorus Township, approximately six miles from Spring Grove. Paradise Elementary is located in Paradise Township, approximately five miles from Spring Grove. Spring Grove Area Middle School is located in Jackson Township, only a few feet outside of Spring Grove. Most district administrative services are housed in the Educational Service Center building, located in the Spring Grove borough.

The District has a total population of approximately 17,640 residents with a student population of 3,825 (as of October 2021 District internal report) who attend District schools distributed as follows:

- New Salem Elementary School: Grades K-4 (423 students)
- Paradise Elementary School: Grades K-4 (337 students)
- Spring Grove Elementary School: Grades K-4, (694 students)
- Spring Grove Area Intermediate School: Grades 5 and 6 (594 students)
- Spring Grove Area Middle School: Grades 7 & 8 (633 students)
- Spring Grove Area High School: Grades 9-12 (1,143 students)

The District has a variety of learning environments that include the traditional brick-and-mortar setting along with other options. Additionally, students are included in the following placements:

- York County School of Technology: 133 students
- Special Education (Low Incidence): 62 students
- York Adams Academy: 7 students
- Charter Schools (cyber and brick-and-mortar): 159 students
- Non-Public/Private Tutor: 223
- Home School: 248 students

The District has the following ethnic diversity that includes: 3,825 students, 85.6% students are White, 5.78% are Hispanic, 4.28% are African American, 3.43% are Multi-Racial, .82% are Asian, and .05% are American Indian. Additionally, 31.9% of the students in the district are reported as receiving free or reduced lunches.

The educational needs of 3,825 students in kindergarten through twelfth grade require the services of more than 465 professional and support employees. There are 292 professional staff, including administrative and supervisory personnel, teachers, guidance counselors, librarians, nurses, and school psychologists. There are 176 clerical staff, custodial and maintenance staff, cafeteria workers, and other support personnel.

Students academically score above the state averages on the Pennsylvania School Systems of Assessments and the Keystone Exams. The District embraces the philosophy that a child's worth is not measured by a test score. The District supports the whole child in all academic studies, while also providing for his/her social-emotional growth, allowing the child to have a positive education experience and flourish in

the District and beyond. The District assessment scores continue to show strong results as we focus on both academic achievement and academic growth for all of our students. The District Leadership Team works with staff to determine strengths and needs in content areas/grade levels. A team from each building creates plans to promote continuous achievement and growth for ALL students while considering their social-emotional needs in keeping with the District mission to focus on educating the whole child.

To ensure the success of each student, a number of educational services are offered, including:

- Learning Support
- Supplemental Intervention
- Emotional Support
- Speech and Language
- Instructional Support Team Process for K-12
- School Counselors at all levels
- Psychological Services
- Occupational/ Physical Therapists
- Vocational Education
- School-to-Career Transition
- Cooperative Education Program (High School)
- Anti-Bullying Program, K-12
- Gifted Program
- English Language Program
- Student Assistance Program (SAP) for drug and mental health issues
- Alternative Education
- Summer Pre-Kindergarten Program
- Neurological Support Program
- School Wide Effective Positive Behavior Support Program
- Link Crew - High School Transition Program
- Summer School
- Credit Recovery Program
- Advanced Placement Courses
- College in the High School
- Dual Enrollment
- Articulation Agreements
- Certification Programs
- Peer Mentoring Program
- Business Advisory Council (Post-Secondary Transition)

The District also provides such services as:

- District-wide transportation to and from school, including round-trip for kindergarten students
- Breakfast and lunches at all buildings
- Nursing
- School Resource Officers
- Dental Hygienist
- Attendance Officer
- Social Workers

Spring Grove Area residents are intricately involved in various school activities and programs such as the following:

- PTO and Parent-School Partnership are available at all levels.
- School Volunteers - Registered volunteers assist in the classroom with specific programs and in special events.
- Academic Boosters, Athletic Boosters, and Music Boosters are active at the secondary level to provide encouragement and support of students in their academic accomplishments, athletics, and music.
- Spring Grove Area Education Fund provides an opportunity for alumni, community members, and businesses to contribute financially for the things that do not always fit into the school budget, but that are vital to the overall education of a child.
- Spring Grove Area Scholarship Fund, Inc. is a community-based group that raises funds to provide support for local graduates pursuing higher education.
- Citizens' Advisory Council, comprised of community and staff representatives, studies ad hoc issues of interest to the District and shares its findings with the Board when requested.
- The Board of School Directors is a nine-member school board that is elected by District residents.
- The Spring Grove Regional Parks and Recreation Center Committee includes a representative from the school district.
- Partnership with Windy Hill on the Campus, a senior citizen center
- Chamber of Commerce

The Spring Grove Area School District has always considered the safety of its students and staff as a priority. To that end, a Safe School Plan exists which outlines specific steps the District is taking to ensure the continued safety of the school community.

The District considers safe schools as those that:

- Focus on academic achievement
- Involve families in meaningful ways
- Develop links to the larger community
- Emphasize positive relationships among students and staff
- Discuss safety issues openly

- Treat students with equal respect
- Create ways for students to share their concerns.
- Help students feel safe in expressing their feelings
- Have in place a system for referring students who are suspected of being abused or neglected
- Offer extended day programs for students
- Promote good citizenship and character
- Identify problems and assess progress toward solutions
- Support students in making the transition to adult life and the workplace

## Mission and Vision

### Mission

To challenge and motivate all students to attain their full potential.

### Vision

All students experience Learning without Limits every day.

## Educational Value Statements

### Students

We believe that students should experience Learning Without Limits in a safe, respectful, and inclusive environment where they can connect with others, engage in rigorous learning, own the learning, and solve complex problems.

### Staff

We believe that all staff should support and create experiences for students and each other that foster Learning Without Limits in a safe, respectful, and inclusive environment.

### Administration

We believe that administrators should model, facilitate, and support Learning Without Limits while promoting a safe, respectful, and inclusive environment.

### Parents

We believe that building positive relationships with parents and guardians will help families support Learning Without Limits by encouraging their child(ren) to connect with others, engage in rigorous learning, own the learning, and solve complex problems.

### Community

We believe the community plays a significant role in supporting and cultivating Learning Without Limits by providing learning and career opportunities where students can apply and practice connecting with others, engaging in rigorous learning, owning the learning, and solving complex problems.

### Other (DISTRICT DIVERSITY STATEMENT)

We will treat all people with equality, dignity, and respect; we will educate all students to understand, accept, and value all members of the world community; and we invite the community at large to join with us in support of this mission.



## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Measuring Annual Academic Growth Expectations (PVAAS) - Keystones	Yes
Career Standards Benchmark	Yes
Notice and Note is consistently taught in grades 3-12 giving teachers a common language for instruction and discussion.	No
Title 1 program helps students who need more support.	No
Social and emotional needs of students are met through the school counselors and district social workers.	Yes
Project Team, WEB, Link Crew	Yes
Civics Exam (8th grade)	No
EL students get individualized attention at all levels	Yes
Keystone proficiency	No
PVAAS growth	No
Keystone results (Proficiency and PVAAS growth)	No
Flexible and guided math groups	No
Problem-solving focus	No
Career readiness and artifact collection (via Naviance)	Yes
Social workers	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes

## Challenges

Challenge	Consideration In Plan
Measuring Annual Academic Growth Expectations (PVAAS) - PSSA	No
Percent Advanced or Proficient on PSSA/Keystones - variety of subgroups	No
Learning gaps are noted (COVID) in accuracy, fluency, and comprehension.	Yes
Research-based interventions.	No
Graduation rate for Students with Disabilities (78.67%)	No
Proficiency rates for Students with Disabilities	Yes
Graduation rate for Students with Disabilities	No
Time and resources for science instruction (K-6)	No
Proficiency for Students with Disabilities	No
Proficiency for Students with Disabilities	No
The proficiency and growth of Students with Disabilities will need to continue to be a focus.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
Coordinate and monitor supports aligned with students' and families' needs	No
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	No
Safe and Healthy Students	No

### Most Notable Observations/Patterns

While proficiency and growth, as measured by performance on state assessments, remain points of emphasis for all of the schools in the District, the focus is also on providing supports for students in need. It has been noted that students have an increasing number of academic and social/emotional needs. The District is looking to further engage all of the stakeholders to minimize barriers and increase opportunities for students.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Measuring Annual Academic Growth Expectations (PVAAS) - Keystones	Excellent growth scores for Literature, Biology, and Algebra.
Career Standards Benchmark	All schools scored in the blue.
Social and emotional needs of students are met through the school counselors and district social workers.	Providing students support through counselors and social workers remains a priority at all levels.
Project Team, WEB, Link Crew	Programs to support school climate and culture.
EL students get individualized attention at all levels	Staff is able to individualize the programs to meet the specific needs of the students.
Career readiness and artifact collection (via Naviance)	Naviance is a powerful tool to help facilitate the collection, storage, and reporting of career readiness artifacts.
Social workers	Having multiple social workers is a tremendous asset to the students of the district.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	The entire leadership team is dedicated to hiring the best staff to fill the needs of the district.

## Challenges

<b>Challenge</b>	<b>Discussion Points</b>	<b>Priority For Planning</b>	<b>Priority Statement</b>
Learning gaps are noted (COVID) in accuracy, fluency, and comprehension.	Teachers will need to use student data to differentiate and individualize instruction to meet the varied needs of the students.	Yes	Support all students with flexible and customizable learning opportunities to enhance growth and achievement.
Proficiency rates for Students with Disabilities	The growth and achievement of students with disabilities remain a critical focus across the district.	Yes	Support all students with flexible and customizable learning opportunities to enhance growth and achievement.

## Goal Setting

Priority: Support all students with flexible and customizable learning opportunities to enhance growth and achievement.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June of 2025, develop a system, at each level (K-4, 5-6, 7-8, & 9-12), to enhance, assess, and monitor student growth and achievement.	Growth & Achievement	Focus on K-4	Add 5-6 & 7-8	By June of 2025, develop a system, at each level (K-4, 5-6, 7-8, & 9-12), to enhance, assess, and monitor student growth and achievement.
Career Standards Benchmark	By June of 2025, increase opportunities, at all grade levels, for students to explore career opportunities and become better prepared for post-secondary life.	Career Readiness	Focus on grades 9-12	Add grades 5-8	By June of 2025, increase opportunities, at all grade levels, for students to explore career opportunities and become better prepared for post-secondary life.
Priority: Support all students with flexible and customizable learning opportunities to enhance growth and achievement.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	By June of 2025, increase the involvement of all stakeholders (students, parents, staff, and community members) in all aspects of our school community, at all levels (K-12), in order to enhance the educational experience.	Increase Involvement	Focus on increasing opportunities for students	Focus on increasing involvement of parents and community members	By June of 2025, increase the involvement of all stakeholders (students, parents, staff, and community members) in all aspects of our school community, at all levels (K-12), in order to enhance the educational experience.
Essential Practices 3: Provide Student-Centered Support Systems	By June of 2025, develop a continuum of supports (academic and social/emotional) for all students.	Continuum of Supports	Focus on academic interventions	Focus on social/emotional supports	By June of 2025, develop a continuum of supports (academic and social/emotional) for all students.

## Action Plan

Action Plan for: Curriculum, Instruction, and Assessment (SAS) Framework						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Growth &amp; Achievement</li> </ul>		Increased achievement and growth.			PSSA/Keystone results, classroom observations and walkthroughs, data analysis by grade, department, & building.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase the level of differentiation and individualization in all classrooms.	07/01/2022	06/30/2025	Assistant Superintendent/Building Principals	Professional development and staff collaboration.	Yes	No
Curriculum review and development - ELA	07/01/2022	05/01/2023	Assistant Superintendent/ELA Curriculum Leaders	ELA Standards, Resources from the SAS portal	No	Yes
Curriculum review and development - Science	07/01/2022	05/01/2023	Assistant Superintendent/ELA Curriculum Leaders	Science Standards, Resources from the SAS portal	No	Yes

## Action Plan for: Technology Utilization to Enhance Student Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Growth &amp; Achievement</li> </ul>		Increased achievement and growth and a reduction in the number of students leaving for cyber charter schools.			PSSA/Keystone results, data from student enrollment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Enhance the online learning opportunities available to students.	07/01/2022	06/30/2025	Assistant Superintendent/District Technology Coordinator/Supervisor of Online Learning	Alignment and coordination across grade levels.	No	Yes
Maximize the use of technology tools available to students and staff.	07/01/2022	06/30/2025	District Technology Coordinator/Supervisor of Online Learning	Student & staff iPads, staff MacBooks, classroom Apple TVs	Yes	No
Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials.	07/01/2022	06/01/2023	Assistant Superintendent/District Technology Coordinator/Supervisor of Online Learning	Schoology/SeeSaw	Yes	Yes

## Action Plan for: Connecting Career Standards to Individual Career Interests

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Career Readiness</li> </ul>		Collection of Career Benchmark artifacts for each grade level and utilization of data collection and tracking tools within Naviance.			Reports from PIMS and Naviance	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Update scope and sequence for career readiness lessons and artifact collection in all grades K-12.	07/01/2022	06/01/2023	Director of Pupil Services/Department Head	Chapter 339 requirements, tools, and reporting in Naviance	No	No
School resource officers (SROs) will share public safety career awareness with all students at the appropriate grade levels.	07/01/2022	06/30/2025	Director of Pupil Services/Building Administrators	SRO coordination and support	No	No
Explore ways to increase and maximize utilization of Naviance to enhance career readiness exploration at the secondary level.	08/21/2023	06/01/2024	Director of Pupil Services/Secondary Administrators	Collaboration and coordination of secondary counselors via Naviance	No	No



## Action Plan for: Creating Safe and Supportive Environments

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Increase Involvement</li> </ul>		Stakeholders will become increasingly positively engaged in the school community.			Sapphire data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Expand the transition services and supports for our students in transition grades (K, 5th, 7th, 9th).	07/01/2022	06/30/2025	Building Administrators	WEB program & Link Crew	No	No
Safe and Healthy Students - instruction regarding alcohol/drugs, bus safety, online safety, and other topics	07/01/2022	06/30/2025	School Resource Officers (SROs)/Building Administrators	SRO coordination and support	No	No
Restorative Practices	07/01/2022	06/30/2025	Building Administrators	Training for administrators, teachers, and students	Yes	No

## Action Plan for: Data Review Processes

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Growth &amp; Achievement</li> </ul>		Data-informed instruction.			Data reviews will be conducted at all buildings.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review and revise assessment plans across all grade levels and content areas.	07/01/2022	06/30/2025	Assistant Superintendent/Building Administrators	Consultation with Curriculum Leaders	No	No
Review student performance on local and state assessments to analyze student growth and achievement.	07/01/2022	06/30/2025	Assistant Superintendent/Building Administrators	Sapphire, DRC, PVASS	No	No

## Action Plan for: Family Engagement

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Increase Involvement</li> </ul>		Increased parent engagement			Attendance at events and activities	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase attendance at parent involvement meetings: PTO meetings, booster club meetings, parent conferences, committee meetings	07/01/2022	06/30/2025	Building Principals	District Calendar, District website, reminders on social media	No	Yes
Social Media and Online communications	07/01/2022	06/30/2025	Community Relations Coordinator/Building Principals	Facebook, Instagram, Twitter, Sapphire, District website	No	Yes

## Action Plan for: Increasing Mental Health Supports

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Continuum of Supports</li> </ul>		Students will have access to the mental health services that they need.			Sapphire data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue providing school-based therapy services	07/01/2022	06/30/2025	Director of Pupil Services	Outpatient mental health services	No	No
Student Assistance Program (SAP) expansion to include elementary teams	07/01/2022	06/30/2025	Director of Pupil Services	SAP training (retraining), SAP liaisons from True North, funding	Yes	No

## Action Plan for: Providing a Tiered System of Supports and Interventions

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Continuum of Supports</li> </ul>		Each school will have a comprehensive system of supports and interventions available to assist students with academic and social/emotional needs.			Sapphire data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evaluate/assess the impact of social/emotional and behavioral needs on student learning.	07/01/2022	06/01/2023	Director of Pupil Services/Building Principals	District data	No	No
Evaluate/assess current academic support/enrichment support implementation and its impact on student achievement and growth.	07/01/2022	06/01/2023	Director of Pupil Services/Building Principals	District data	No	No
Revise/develop systems of support to address the social/emotional and behavioral needs of all students.	07/01/2023	06/30/2025	Director of Pupil Services/Building Principals	TBD	No	No
Revise/develop systems of support to address the academic needs of all students.	07/01/2023	06/30/2025	Director of Pupil Services/Building Principals	TBD	No	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum, Instruction, and Assessment (SAS) Framework	<ul style="list-style-type: none"><li>• Increase the level of differentiation and individualization in all classrooms.</li></ul>
Technology Utilization to Enhance Student Learning	<ul style="list-style-type: none"><li>• Maximize the use of technology tools available to students and staff.</li><li>• Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials anytime, from anywhere.</li></ul>
Creating Safe and Supportive Environments	<ul style="list-style-type: none"><li>• Restorative Practices</li></ul>
Increase mental health services	<ul style="list-style-type: none"><li>• Student Assistance Program (SAP) expansion to include elementary teams</li></ul>

## Professional Development Activities

Differentiation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Increase the level of differentiation and individualization in all classrooms.</li> </ul>	All teachers K-12	Differentiation, Personalization, and Voice and Choice	Classroom observations and walkthroughs	Assistant Superintendent/Building Administrators	07/01/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Other	Throughout the school years in each building, as appropriate	<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> </ul>			Teaching Diverse Learners in an Inclusive Setting	

## Technology Tools

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Maximize the use of technology tools available to students and staff.</li> </ul>	All teachers K-12	-iPads -MacBooks -AppleTVs -Ways to integrate technology into the classroom (including instruction and assessment) -Ways to use technology to facilitate differentiation and individualization	Classroom observations and walkthroughs	District Technology Coordinator/Supervisor of Online Learning	07/01/2022	06/30/2025

## Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Throughout the school years in each building, as appropriate	<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	

## Digital Home-Base

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials anytime, from anywhere.</li> </ul>	All teachers K-12	Requirements and expectations for content and format of each digital home-base.	Schoology/SeeSaw, digital walkthroughs	Building principals	07/01/2022	06/01/2023

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Beginning of the school year and throughout the year (as necessary)	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Throughout the school year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	

**Restorative Practices**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Restorative Practices</li> </ul>	Selected administrators, counselors, teachers, and students	Process of engaging in Restorative Practices as an alternative to traditional disciplinary practices.	Reduction in disciplinary referrals (repeat offenders/offenses).	Building Administrators	07/01/2022	06/30/2025

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	As necessary		



**SAP Training and Team Formation**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Student Assistance Program (SAP) expansion to include elementary teams</li> </ul>	Selected volunteers from elementary staff	Required SAP training necessary to operate a Student Assistance Program	Effective and functional SAP teams at both the elementary and secondary levels.	Director of Pupil Services	07/01/2022	06/01/2023

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	As necessary	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>4b: Maintaining Accurate Records</li> <li>4c: Communicating with Families</li> <li>4f: Showing Professionalism</li> </ul>	

## Communications Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
Curriculum, Instruction, and Assessment (SAS) Framework	<ul style="list-style-type: none"><li>• Curriculum review and development - ELA</li><li>• Curriculum review and development - Science</li></ul>
Technology Utilization to Enhance Student Learning	<ul style="list-style-type: none"><li>• Enhance the online learning opportunities available to students.</li><li>• Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials anytime, from anywhere.</li></ul>
Family Engagement	<ul style="list-style-type: none"><li>• Increase attendance at parent involvement meetings: PTO meetings, booster club meetings, parent conferences, committee meetings</li><li>• Social Media and Online communications</li></ul>

## Communications Activities

Revised ELA curriculum					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Curriculum review and development - ELA</li> </ul>	All district ELA teachers	Revised ELA curriculum	Curriculum Leaders	08/01/2023	06/01/2024
Communications					
Type of Communication			Frequency		
Email			As necessary		
Posting on district website			When approved by the school board		

**Revised Science curriculum**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Curriculum review and development - Science</li> </ul>	All district Science teachers	Revised Science curriculum	Curriculum Leaders	08/01/2023	06/01/2024

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Email	As necessary
Posting on district website	When approved by the school board

**Learning Opportunities**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Enhance the online learning opportunities available to students.</li> </ul>	All students and parents	Online learning opportunities at each grade level.	Building Principals/Supervisor of Online Learning	07/01/2022	06/30/2025

**Communications**

Type of Communication	Frequency
Posting on district website	At the beginning of each school year
Other	As necessary to individualize programs for students

**Digital Home-base**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Utilize Schoology/SeeSaw as a "digital home-base" in all classrooms (with a standardized format) to allow all students access to the necessary instructional materials anytime, from anywhere.</li> </ul>	All teachers K-12	Expectations and requirements for each teacher's digital home-base	Building Principals	07/01/2022	06/01/2023

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	Throughout the school year, as necessary

**Parent involvement opportunities**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Increase attendance at parent involvement meetings: PTO meetings, booster club meetings, parent conferences, committee meetings</li> </ul>	All interested parents of students K-12	Dates, times, locations, and topics of parent involvement opportunities	Building Principals/Community Relations Coordinator	07/01/2022	06/30/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Email	As necessary, via Sapphire
Posting on district website	As necessary
Other	As necessary, via social media

**Information sharing**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Social Media and Online communications</li> </ul>	All stakeholders and community members	Any essential information	Community Relations Coordinator	07/01/2022	06/30/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Email	As necessary
Posting on district website	As necessary
Other	As necessary, via social media